ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED001198	2. ORIGINATOR CONTROL NO(S).: N.A.	3. IDENTIFICATION NO.: N.A.	DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): West, Jeff

5. TITLE OF DOCUMENT ABSTRACTED: Teaching the Talented

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. Dade County Public Schools; ST.; CITY. Miami, Florida; TELE. EXT.; INST/LOC CODE

9. PUBLISHER OR SOURCE: Dade County Pub. Schools, Miami, Florida

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	51

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

elementary schools	ability development	ability grouping	
secondary schools	research opportunities	heterogenous grouping	
students, gifted	guidance counseling	enrichment	
		Dade County Public Schools	

17. ABSTRACT (MAX. 250 WORDS)

Talent was broadly defined to include all areas of constructive human endeavor. Development of talent through research and experimentation was attempted. Experimental studies and procedures used by the schools to develop many diversified talents of pupils in the regular classroom situations were described.

Elementary schools at this time provide enrichment in the regular classroom situation by giving additional and more complex work to a student in the area of his or her ability. Each high school department provides challenges to those of superior ability.

Experimental programs in two elementary schools are now in progress to evaluate new procedures for working with gifted children. In one school, special groups have made strong gains through the use of a half-day special enrichment class and a half-day regular class. A second elementary project grouped gifted children into one class from the third grade on and allowed them to finish six years of elementary school in five years.

A junior high school grouped students having intelligence quotients of 118 and above in a basic education class. Students were challenged to work to their capacity. Gains in mathematics and science were the greatest. Success was seen in reading and social studies development also.

An enrichment Resource Committee was set up in a high school to provide a few homogeneous groupings for advanced pupils. No objective evaluation was given. In subjective evaluation, teachers, students, and parents are in favor of the talented groups.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001198

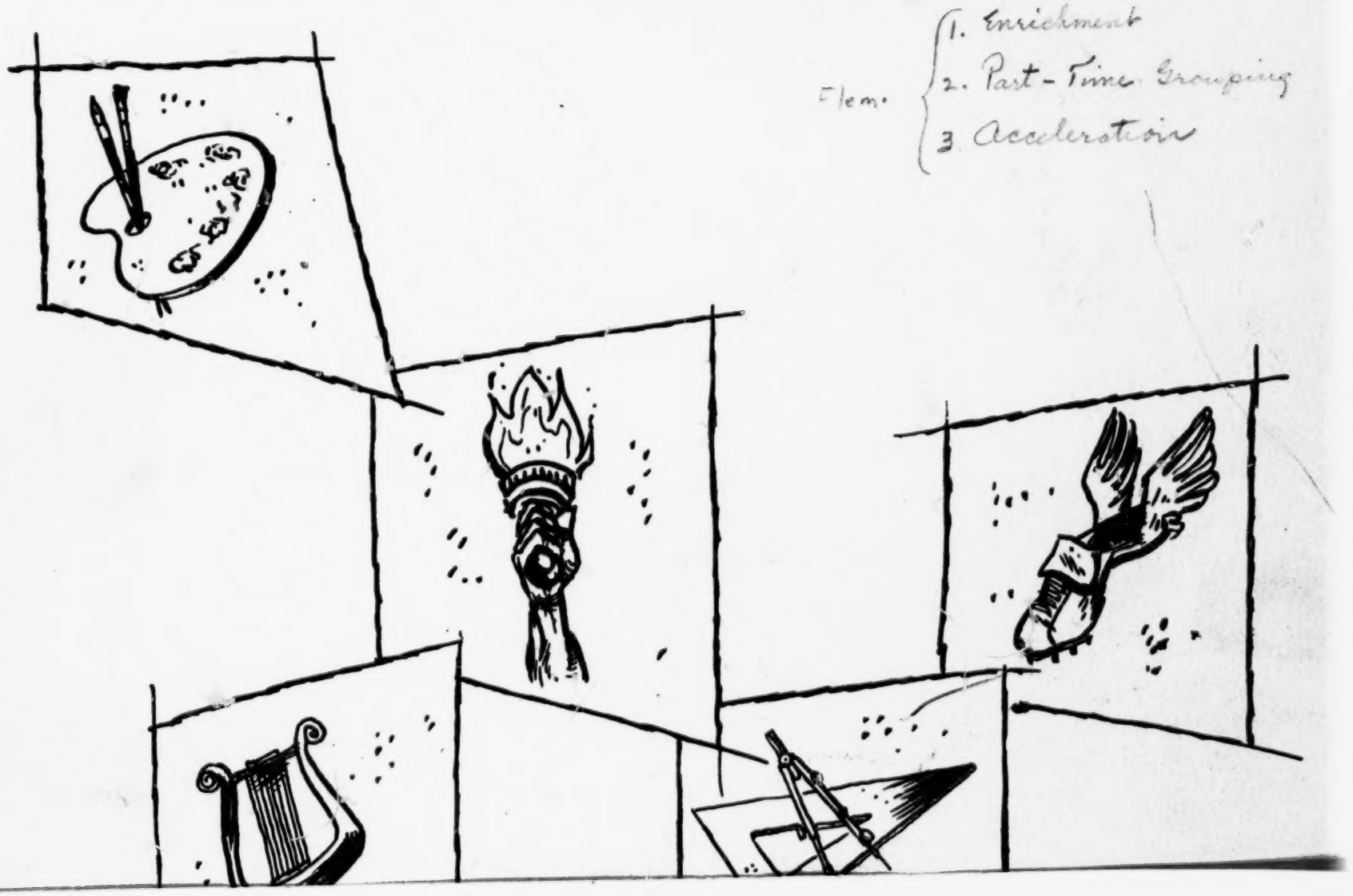
Ann D. McClure

7D

C. M. Lewis

Teaching the Talented

Elem. { 1. Enrichment
2. Part-Time Grouping
3 Acceleration



REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Dade County Public Schools
MIAMI, FLA.

Cross

MR. W. R. THOMAS
SUPERINTENDENT OF DADE COUNTY SCHOOLS

275 N. W. SECOND STREET MIAMI 36, FLORIDA

IN APPRECIATION

This report on the talented child program is the result of the composite efforts of many people. Teachers, curriculum assistants, principals, and supervisors have made contributions to the original material which was used as the basis for writing Teaching The Talented. All of these people are due a vote of thanks for the time and effort which they have devoted to the improvement of our instructional program. On the work of these talented children depends to a large extent the future of our nation.

Joe Hall

Associate Superintendent
for Instruction

Dade County Public Schools

FOREWORD

The Dade County Public Schools are striving to adjust the instructional program to the individual needs and differences of each child. In practice, this means a program that endeavors to meet the needs of the retarded learner, the physically handicapped learner, the normal learner, and the talented learner.

The word talent is used in this report as a broad concept and includes all areas of constructive human endeavor. This definition of talent encompasses the physical, social, aesthetic, and intellectual areas of talent.

Our schools are attempting to find improved ways of providing for the talented pupil through research and experimentation based on guidance factors reflecting the understanding of all aspects of the pupil's development. At the present time several schools have studies under way in this area. These schools are working with the Office of Curriculum and Instructional Services, the Special Education Department, and consultants from Teachers College, Columbia University.

The purpose of this report is to describe briefly the experimental studies and to share some of the procedures which are being used by the schools to develop the many diversified talents of pupils in the reguler classroom situation. It is hoped that this report will stimulate new interest in instructional improvement and provide a basis for future planning.

Jeff West
Director of Curriculum
and Instructional Services
Dade County Public Schools

TABLE OF CONTENTS

	Page No.
General Program for Talented Pupils in Elementary Schools...	1
General Program for Talented Pupils in Secondary Schools....	6
Art.....	6
Foreign Languages.....	6
Homemaking.....	8
Industrial Arts.....	9
Language Arts and Social Studies.....	10
Mathematics.....	11
Music.....	12
Physical Education.....	12
Science.....	14
Experimental Programs.....	16
Elementary Schools.....	16
Central Beach Elementary.....	16
Sylvania Heights Elementary..	31
Secondary Schools.....	37
Miami Edison Junior High.....	37
North Miami Senior High.....	39
Guidance Program.....	44
Summary.....	45
Implications for Future Study.....	46

GENERAL PROGRAM FOR THE TALENTED PUPILS in the ELEMENTARY SCHOOLS

The majority of elementary schools in Dade County at this time follow the plan of keeping talented children in the regular classroom group and enriching the curriculum to meet their individual needs. This plan permits these children to maintain their place socially with children of their own chronological age.

Individual teachers guide these children through experiences which will benefit the talented child and make a contribution to the total group. Children who are mechanically adept are encouraged to assume leadership in the construction of special projects such as puppets, simple props for dramatization, maps, and models. Some schools offer an enrichment program during the last hour each Friday afternoon through the year when pupils receive instruction in the use and care of tools used in home workshops. The boys construct articles for their rooms at home and gifts for their parents.

Children who show talent in music are invited to develop their talents and share them with other members of the classroom by organizing, arranging, and directing rhythm bands and toy orchestras. They also lead small groups of children in other creative musical activities. The enrichment program offers musically talented children an opportunity to work with an elementary instrumental group. These children often perform for student and community groups at various times during the school year.

Children who display unusual poise and talent for making and keeping friends, organizing groups, and other tendencies toward leadership are used extensively as leaders and organizers of room committees. These children also serve as hosts and hostesses on special occasions in their classrooms or during school-wide events, and for receiving and directing visitors about the school. The safety patrol boys and the courtesy corps girls are usually chosen from this group.

Children who show creative ability and imagination in writing stories, poems, and articles about room and school activities are encouraged all through their school experiences to record their work. Samples of the pupil's work are kept in folders and used as a basis to discuss the child's progress with his parent during regularly scheduled teacher-parent conferences. It is here that the teacher learns of the child's interests, personal hobbies, problems, and other background information which assists the teacher to develop an effective instructional program. At the primary level, the teacher is often the recorder of the original compositions of the pupils. At the intermediate level each classroom teacher provides opportunities for the talented children to serve as room reporters for bulletin board articles, room newspapers, or editors of room publications consisting of a collection of original writing done by the members of the group.

Art skills which are displayed by the children are developed within the individual classroom through room beautification committees, bulletin board arrangements, illustrating news

articles, displays of children's work and murals. The school librarian also provides special opportunities for these children to arrange displays of materials in the library. Through these experiences they have an opportunity to develop their expressions of form, perspective, arrangement, balance, and figure drawing.

The children who display talents in physical activities are given the opportunity to develop these talents by participating in the intra-mural sports program and providing leadership to small groups of children who need practice in perfecting lead-up skills for team games.

Children who have dramatic talents are often used through the grades to direct the dramatizations of favorite stories or situations about which children read. Puppetry, role playing, and musical dramatization are activities which have no grade level boundaries.

It has been the experience of some teachers that children who possess outstanding talent in one or two areas may be seriously lacking in another important area. Social immaturity is a frequent example of this type of situation. It is recognized that talented children are not perfect children and have their weaknesses as well as their strengths. It is here that teachers are endeavoring to provide the guidance that will help these children to improve their areas of weakness as well as to challenge their areas of strength. A good elementary school program rapidly becomes one sided when it ignores the total development of the child.

Some principals are placing children into classrooms to work with teachers who possess particular aptitudes to share with the talented child. Faculty members serve as resource persons through group and individual conferences with parents in planning an enriched program for out-of-school time.

A listing of specific experiences which are designed to challenge the talented children in the elementary school are listed below. However, it must be noted that many of these same experiences are of equal value to the other pupils.

- Probing more deeply into problems organized around unit activities
- Encouraging improved study habits and ability to identify and apply problem-solving techniques
- Exploring community resources
- Writing creative poems, stories, and plays which are shared within the classroom or over the public address system and in school-wide assemblies
- Writing articles for the school newspaper
- Doing library research
- Participating in the conversational Spanish program and its related activities
- Making tape recordings of various types of material for programs, evaluations, or comparative purposes
- Operating audio-visual equipment
- Planning and assembling bulletin board displays
- Constructing murals, flannel board displays, three dimensional exhibits, and puppets
- Collecting science materials such as minerals, leaves, tropical fish, and others
- Writing original tunes, lyrics, and constructing simple musical instruments
- Organizing and providing leadership for pupil groups

- Serving other classes as resource people on special projects
- Participating in the after-school activity program and developing physical skills
- Serving on school service groups such as the safety patrol, courtesy corps, and office assistants
- Providing supplementary books on an advanced level which challenge and stimulate the interests of the talented child
- Providing individual teacher help for the talented learner, both in the class and after school
- Working upon landscape improvement
- Giving chalk talks by those who are interested in art
- Helping slower pupils to improve in their basic skills
- Doing creative painting and other art work
- Maintaining their own home garden
- Developing understandings between parents and teachers and securing parental cooperation in helping the talented pupils to develop more effectively their basic study skills
- Stimulating evaluative thinking by helping them to develop criteria for value judgments
- Designing clothing for marionettes
- Writing pupils in other lands
- Sharing experiences in human relations
- Planning and enriching ideas on their own level
- Doing independent work and research on projects of their own choosing

These are some of the opportunities provided for children in the Dade County Public Schools to develop their talents as individuals and to develop wholesome relationships with other people.

GENERAL PROGRAM FOR THE TALENTED PUPILS in the SECONDARY SCHOOLS

Art Program

The Dade County Art Program serves the talented pupil in the following ways:

- Encourages secondary students to explore potentials through provision of exploratory "enrichment" classes at junior high level and elective art courses
- Provides art clubs
- Provides opportunities during the year for exhibition of student art in galleries, in a public park, and in schools
- Provides opportunities each year for art students to enter selected art competitions which provide art scholarships and awards for encouragement
- Provides field trips for art students for the purpose of art appreciation and stimulation

Foreign Language Program

Students in foreign language classes find stimulation and outlets for exceptional ability in many types of projects. A partial list of these activities is listed below:

- Prepare special reports for the class on foreign art, music, literature, youth activities, schools, religion, farming, mining, transportation, regional costumes, ancient ruins, political status, scenery, relations with the United States
- Review foreign language movies, broadcasts, or plays
- Interview consul or local residents who speak the language
- Correspond with students abroad

Foreign Language Program (continued)

- Visit the offices of the international airlines located in the area to obtain information and material about different countries served by these airlines
- Teach less advanced pupils
- Translate popular songs into the foreign language
- Plan a private conversational session with a classmate who speaks the foreign language at home
- Do individual work with language records at home or in the public library
- Dramatize scenes from life or literature of other lands
- Engage in study projects requiring research on a foreign country's national heroes, historical figures and events, legends and folk art, geographical characteristics, role in the modern world, natural resources, industrial development, farming methods, points of view as expressed in magazines and newspapers
- Organize a language club for extra-class activities
- Publish a news sheet in the foreign language
- Plan a conversational social session with one of the many classes of foreign-born students who are studying English. Half of this session might be in the foreign language and half in English so that it might be mutually beneficial to both groups.
- Attend a selected foreign language movie as a group
- Assist with presentation of foreign language lessons on the educational television station
- Present assembly programs to the total school depicting the life and language of foreign countries

Homemaking Program

Homemaking education offers opportunities for the talented student to excel in:

--solving family problems intelligently with regard to the welfare of all persons affected by the solution

--establishing ideals of family life and promoting a better understanding of problems of family and community living

--planning, marketing, preparing and serving well-balanced, appetizing, varied, attractive meals which meet the needs of the family

--entertaining graciously and extending home hospitality

--behaving according to the accepted mode of good taste and approved social customs

--making a good and attractive personal appearance through application of nutritional knowledge, good health habits, good grooming from the artistic viewpoint; ability to select, wear and accessorize clothes in fashion, appropriate and suitable for every occasion

--mastering the improved, short-cut techniques of clothing construction for a more professional look; perfection of fit with the best use of fabric and consideration for the family budget

--knowledge of development, care, and guidance of children

--caring for the family members when there is illness at home

--making the home and its surroundings attractive, pleasing, convenient, functional, safe, sanitary, in repair, to meet the needs of the family for satisfactory and happy living

--the ability to make the most effective and satisfying use of leisure time

Homemaking Program (continued)

Students develop these talents by:

--serving as assistant teachers

--reporting new information gathered from extensive research

--creating original designs and completing finished product

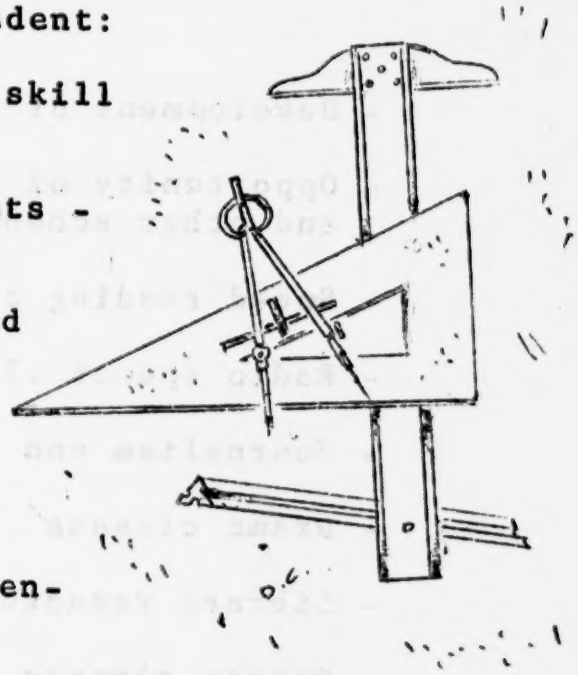
--doing additional projects requiring unusual proficiency of the manipulative, managerial, social and creative skills in homemaking

--accepting positions of leadership.

Industrial Arts Program

The highly skilled hands of the craftsman, the dentist, and the instrumental musician require training in the manipulation of objects. Industrial Arts activities provide this opportunity.

Industrial Arts offers the talented student:



--mind-muscle coordination - hand skill proficiency

--therapeutic values - hobby outlets - avocational interests

--situations requiring planning and decision

--general culture

--exploratory experiences

--discovery and development of inventive ability

--consumer values

--knowledge of handy man abilities

--prevocational insight

--technological awareness and appreciation

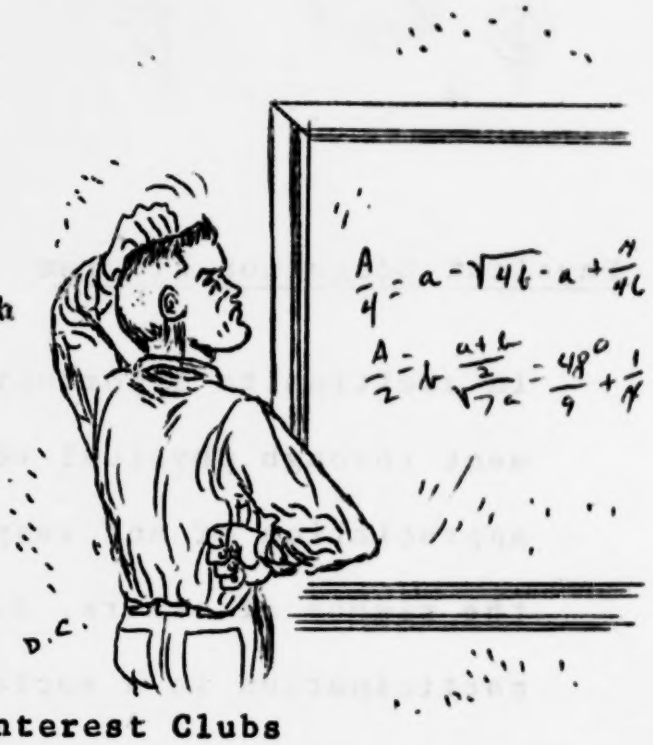
Language Arts and Social Studies Program

Listed below are junior and senior high school activities which help to provide for the talented pupil:

- Problem approach in both junior and senior high schools allows pupils to pursue special interests and talents.
- Extra projects are developed by talented pupils, such as the Citizens' Handbook and research along the students' lines of interest.
- Integration of the aesthetic areas into the program
- Participation in student council and other school activities
- Writing of original poetry and prose
- Development of skits and plays
- Opportunity of serving as resource people in their own and other schools of Dade County
- Speed reading classes
- Radio speech classes
- Journalism and yearbook classes
- Drama classes
- Library research activities
- Debate classes

Mathematics Program

There is a trend toward the development of special classes in mathematics at the secondary level which offer challenge to the talented students. Typical of this trend has been the development of the class in Mathematical Analysis at Coral Gables Senior High School. Students were carefully screened by the Guidance Department. Because the students are all carrying a full load of subjects which include another solid course in mathematics, there is no homework in the mathematical analysis class. The course is designed to motivate the more talented mathematics students and helps them to develop a working knowledge of the terms used in analytical mathematics and calculus.



Some of the learning experiences which are provided for the talented mathematics students follow:

- Group study projects
- Bulletin board displays of interest to mathematics students
- Participation in Mathematics Interest Clubs
- Creation of mathematics puzzles
- Work with and develop shortened methods of computation
- Work with and chart statistical data

Music Program

Opportunities are provided in Dade County Schools for children who are especially talented or who have a keen interest in developing their talents in music in the following ways:

- Ensemble playing or singing
- Accompanists for organizations, ensembles, and soloists
- Performance of original compositions
- Student conductors
- Small group and individual attention (particularly in summer program)

Physical Education Program

In addition to opportunities for maximum growth and development through physical education activities, development of appreciation of and respect for the rights of others, democratic participation in a social situation involving respect for law and authority, and the development of leadership capabilities, physical education offers the talented child the following opportunities in the activities listed:

Physical Education Program (continued)

Dance

- Creative rhythms for pupils having special ability in coordination, musical appreciation, and imagination

- Modern dance - for girls interested in this form of expression who have superior physical coordination, a well developed rhythmic sense, and the ability to combine imagination, music, and movement in dance composition

- Square dance calling - for pupils having an innate sense of rhythm, a mastery of the basic patterns, and a joy in leadership through music and movement

Sports and Games for Boys and Girls

- Athletics for boys and girls - keen intelligence; understanding of human relations; superior physical coordination through optimum physical development, strength, endurance, and power; competitive spirit; and a thorough understanding of the sport

- Sports officiating - for those students having a thorough practical knowledge of the rules and regulations of any sport and in whose personal integrity and innate fairness the other students have confidence

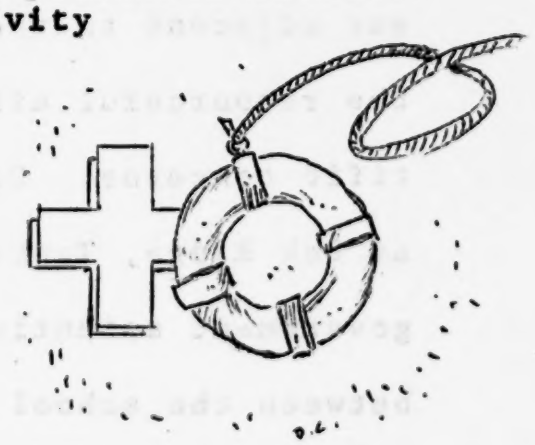
- Squad and team leadership - for those pupils of demonstrated ability in the given sport and in ability to lead others; also provides opportunity for participation in problem solving and democratic action

Gymnastics

- For the interested student who possesses unusual aptitude for this type of activity

Water Safety

- Superior swimming ability in the four basic strokes and the ability to pass American Red Cross Junior and Senior Life Saving Tests

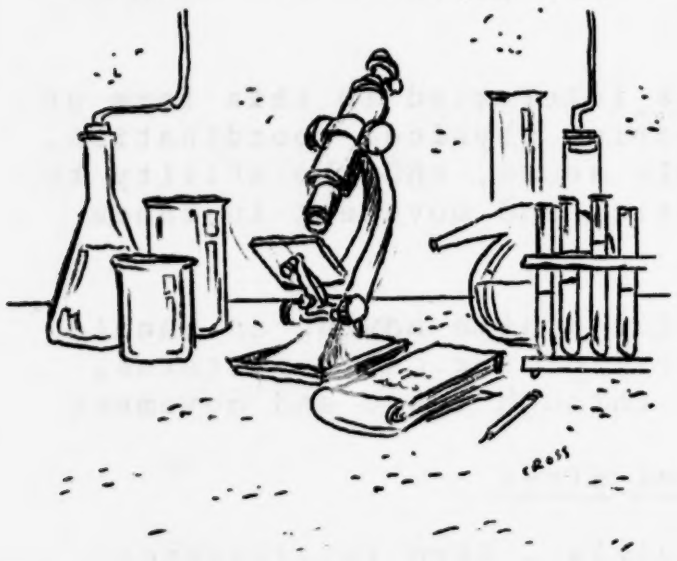


Camping and Recreation

- For those students who have demonstrated teaching ability and leadership in camping and recreation activities

Science Program

Frequently there appear in science classes students whose knowledge and curiosity concerning some phase of science go far beyond that of the average student. This intense interest has taken the students through extensive reading, hobby activities, discussions with adult workers in the field, and correspondence with scientific concerns to a stage where they have a tremendous scope of background and information.



Teachers endeavor to provide for this type of student by permitting him to go far beyond the limits of the material outlined in the textbook. The talented student is given more advanced projects to work on and serves as a consultant to his classmates. One example of this type of experience was recently provided for a student who had a deep interest in the field of atomic energy. The teacher provided the student with a place to set up his experiments by clearing out a closet that was adjacent to the classroom. Equipment was secured through the resourceful efforts of the student who appealed to scientific concerns. Correspondence with the Atomic Energy Center at Oak Ridge, Tennessee also resulted in cooperation from the government scientists. A working relationship was developed between the school and one of the local hospitals where the more exacting laboratory work was done. When this student

graduated, he left behind an inheritance of experience that has proved extremely valuable to those students who are trying to follow in his footsteps. Projects of this kind are duplicated many times over throughout the program of science instruction in Dade County. Many of these projects can be seen at the annual Science Fair which is held each spring at the University of Miami.

The following is a partial list of activities and projects in which the science students of the Dade County Public Schools engage:

- Construct scientific equipment
- Construct models for demonstration purposes
- Develop original experiments
- Develop original projects
- Serve as laboratory assistant to the class
- Make use of advanced scientific references
- Prepare exhibits for the Science Fair
- Participate in a Science Camp held annually at Florida State University
- Participate in the activities sponsored by the Future Scientists of America Foundation

Four senior high schools are offering advanced courses in scientific physics and chemistry for the more talented students who plan to make a career of science. In addition, science teachers throughout the school system are helping students to take advantage of the many opportunities that are available for advanced scientific education provided by industry, research institutions, and foundations.

EXPERIMENTAL PROGRAMS

Central Beach Elementary School

A program for gifted children was initiated at Central Beach Elementary School in January 1952. At the close of the semester, June 1953, a study was made and plans were formulated for the Special Resource Group. The program started in September 1953 and has been in operation since that time. There has been continued evaluation and modification of the program as experimentation and experience have indicated possibilities for improvement.

When Dr. Jeff West, Director of Curriculum and Instructional Services, Dade County, and Dr. Harry Passow, Teachers College, Columbia University, visited the group in the spring of 1955, plans were discussed for a more complete evaluation than had heretofore been undertaken. Arrangements were made for the consultant services of Dr. Miriam Goldberg, Teachers College, Columbia University. In September 1955 and in May 1956 Dr. Goldberg met with the evaluation committee composed of the Dade County Consultants, principal of the school, curriculum assistant, and the teacher of the special resource group. The Dade County consultants are Dr. Jeff West; Mrs. Laura Sutter, Supervisor of Special Education; and Mrs. Mary Hogenmuller, now a principal but formerly Elementary Supervisor of Zone 1. They have participated actively in the planning and in the study which is being conducted.

The plans as outlined by the large committee include clarification of purpose, re-examination of the methods of identification of the gifted, development of improved measuring

Central Beach Elementary School (continued)

instruments to obtain additional information in the areas of the academic, personal, and social progress of the students.

The purpose of this report is to present the steps which have been taken and to summarize the progress of the study up to the present time. The study is not complete and is being presented with the thought that other faculty study groups may feel encouraged to share their programs and experimental studies.

Committee Report

Purpose:

- To provide a program in grades three through six for the gifted children with intelligence quotients of 130 and over who are physically and emotionally capable of participating in such a program
- To make the program one of enrichment
- To stress service to the school and individual classes, provided the service constitutes a learning situation for individuals or the group
- To further individual interests and to teach these children to work as a group
- To provide opportunities for children to make a plan and to carry it through on their own level
- To give the children an opportunity to work to their full capacity

Administration Provisions:

- To allocate a portion of the school day to an enrichment program in which children have a share in the planning
- To make the program schedule to fit in with the regular classroom schedule so that the gifted children may enjoy lunch, physical education, parties, class meetings, and trips with classmates
- To spend a half day in the regular classroom fulfilling minimum grade scholastic requirements

Central Beach Elementary School (continued)

- To call the program a Resource Class thus avoiding the words such as "gifted," "superior," or "talented"

Basis for the Identification of Candidates for the Resource Class:

- Teacher recommendation
- Group testing by the building chairman
- Individual testing by County Psychometrists
- Parent Conference with Psychometrist
- Parent-Principal conference
- Parent-Teacher conferences for the purpose of explaining the program to parents and thereby gaining acceptance

Plan of the Program:

Children in the fifth and sixth grades who are selected for the Resource Class meet with the Resource Teacher from 9:00 to 11:30 in the morning for a program of enrichment. Third and fourth graders participate in the Resource Class in the afternoon from 12:30 to 3:00 p.m.

Objectives:

Educational Development

- To achieve successfully in school work and awaken greater interest and understanding in the broader concepts of learning
- To open new avenues of learning and to offer greater opportunities for individual and group study of these extended learnings than is possible in the regular classroom
- To develop study skills so that these children may become increasingly independent in both their school work and in self-initiated studies

Personal Development:

- To provide opportunities for growth in the depth and breadth of interests
- To increase the ability to work independently

Central Beach (continued)

- To become increasingly responsible for own self direction
- To grow in the ability to think clearly, to make use of facts, and to formulate sound generalizations

Social Development

- To develop good leadership qualities and to afford opportunities for leadership, both in the classroom and in the resource group

- To stimulate interest, understanding, and active participation in service activities in the school as a basis for deeper understanding of the need for service in our larger community

Hypothesis:

The present type of organization promotes the proposed objectives for these children more effectively than our regular school program.

There is greater educational development:

- Evidences of greater understanding of broader concepts of learning

- Evidences of many interests being stimulated and pursued

- Increased growth in the self study skills

There is greater personal development:

- Increased growth in breadth and depth of interest

- Increased growth in the ability to work independently

- Increased responsibility for self-direction

- Increased growth in the ability to think critically and to formulate sound judgment

There is greater social development:

- Increased ability in leadership qualities

- Increased interest, understanding, and participation in service both in the school and the community

Study Outlined for the Evaluation of these Hypothesis

Educational Development:

Standardized Achievement Test Scores
- Metropolitan Achievement Tests
- Iowa Study Skills Tests
- Interest Inventories
- Group Composition Questionnaire
- Identification Questionnaire
- Teacher judgment
- School records and reports

Personal Development:
- Interest Inventories
- Iowa Study Skills
- Personal evaluation
- Teacher evaluation

Social Development:
- Sociograms of classroom groups and resource group
- Group Composition Questionnaires
- Identification Questionnaire
- Teacher judgment
- Record of participation in the school activities

The Interest Inventories, Group Composition Questionnaires, Identification Questionnaires, Guess Who Questionnaires were adaptions of the forms presented in Ruth Cunningham's Understanding Group Behavior of Boys and Girls, New York: Bureau of Publications, Teachers College, Columbia University, 1951.

Population:

Resource Group----- 8 sixth grade students (5 boys and 3 girls)
----- 8 fifth grade students (6 boys and 2 girls)

Regular Classrooms----- 110 sixth grade students
----- 108 fifth grade students

Intelligence as measured by group intelligence testing administered by classroom teachers to the sixth graders in September 1954 and to the fifth graders in September 1955:

Median I.Q. for the 8 sixth grade Resource students...138
Median I.Q. for the 8 fifth grade Resource students...132
Median I.Q. for the total sixth grade group.....112
Median I.Q. for the total fifth grade group.....112

Central Beach (continued)

Intelligence as measured by the County Psychometrists:

Median I.Q. for the 8 sixth grade Resource students..130
Range - 127-141
Median I.Q. for the 8 fifth grade Resource students..130
Range - 124-138

Scholastic Achievement as measured by the Metropolitan Achievement Tests given in September 1955:

Median Scores for the Total sixth grade		8 Resource Students
Reading:		
Reading	6.9	10.1
Vocabulary	7.2	9.9
Average Reading	7.1	10.2
Arithmetic:		
Fundamentals	5.9	7.1
Problems	6.2	7.9
Average Arithmetic	6.05	7.4
Language	6.8	8.9
Spelling	6.1	8.1
Total Grade Placement	6.5	8.9
National Median	6.0	

Median Scores for the Total fifth grade		8 Resource Students
Reading:		
Reading	5.6	10.5
Vocabulary	5.9	10.8
Average Reading	5.75	10.6
Arithmetic:		
Fundamentals	4.7	5.6
Problems	4.7	5.6
Average Arithmetic	4.7	5.6
Language	6.0	8.8
Spelling	5.5	7.1
Total Grade Placement	5.5	7.8
National Median	5.0	

The Total Grade Placement Scores indicate that the students in the Resource Group are achieving more than two years above both the National Median and the median of their classmates in regular classrooms.

Central Beach (continued)

Iowa Basic Study Skill Tests administered by classroom teachers in May 1956:

Median scores for:	C.B.E.S. Total 6th Gr.	Resource Group (7) 5th Grade	Resource Group (8) 6th Grade
Maps	5.9	8.6	9.1
Reference	7.0	7.7	9.3
Index	6.5	7.9	8.6
Dictionary	6.7	11.1	11.4
Graphs and Charts	6.8	8.7	9.7
Total Score	6.5	8.1	9.2

At this point it was decided to match the Resource Group students with students from a school having a similar population, located in a similar environment, and in which no special grouping had been practiced. Children were matched by intelligence score, sex, and chronological age. The intelligence scores do not vary more than five points, and the chronological ages do not vary more than three months.

Range: Chronological age of Central Beach Resource Group 10.10-12.3
" " " Control Groups 11.0 -12.4
Intelligence Quotients (Group Tests)
Central Beach Resource Group 126-141, Median 130
Intelligence Quotients (Group Tests)
Control Groups 127-140, Median 136

To simplify the recording of the data the following code will be used:

Resource Group (6) to indicate the 8 gifted students from the sixth grade at Central Beach Elementary School

Resource Group (5) to indicate the 8 gifted students from the fifth grade at Central Beach Elementary School

C.B.E.S. Total Group (6) to indicate the total group of sixth graders at Central Beach Elementary School

C.B.E.S. Total Group (5) to indicate the total group of fifth graders at Central Beach Elementary School

Control Group (6) to indicate the 8 gifted students from the sixth grade at the other school

Control Group (5) to indicate the 8 gifted students from the fifth grade at the other school

Control School Total Gr. (6) to indicate the total group of sixth graders at the other school

Control School Total Gr. (5) to indicate the total group of fifth graders at the other school

Central Beach (continued)

Scholastic Achievement as measured by the Metropolitan Achievement Tests given in September 1955:

Meadians for:	Resource Gr. (5)	Control Gr. (5)	Resource Gr. (6)	Control Gr. (6)
Reading:				
Reading	10.5	7.5	10.1	10.0
Vocabulary	10.8	7.5	9.9	8.9
Average Reading	10.6	7.6	10.2	9.7
Arithmetic:				
Fundamentals	5.6	5.4	7.1	6.8
Problems	5.6	5.9	7.9	8.5
Average Arithmetic	5.6	6.0	7.4	7.7
Language	8.8	7.4	8.9	9.0
Spelling	7.1	6.8	8.1	8.0
Total Grade Placement	7.8	7.3	8.9	8.7

The Total Grade Placement Scores indicate that:
The Resource Group (5) is achieving five months beyond the Control Group (5).
The Resource Group (6) is achieving two months beyond the Control Group (6).

The scores in arithmetic merit attention. Arithmetic has not been included in the Resource Program except as it has been needed in the accomplishment of individual or group activities.

The Iowa Basic Study Skills Tests administered by the classroom teachers in May 1956:

Medians for:	Resource Gr. (5)	Control Gr. (5)	Resource Gr. (6)	Control Gr. (6)
Maps	8.6	6.5	9.1	8.0
Reference	7.7	7.2	9.3	7.0
Index	7.9	7.3	8.6	8.8
Dictionary	11.1	6.7	11.4	8.4
Graphs and Charts	8.7	7.3	9.7	8.8
Total	8.1	6.9	9.2	8.1

The Study Skills scores indicate that the Resource Groups are achieving in these areas more than one year in advance of the Control Groups.

Interest Inventories:
The Interest Inventories were given to 111 sixth graders and to the 8 students in the Resource Group (6). These have been tabulated and studied. A few items regarding school work merit consideration. These responses were given to the following statements presented in the interest firder. The number listed indicates the number of students giving that response.

Central Beach (continued)

My three wishes:	C.B.E.S. Total Gr. (6)	Resource Gr. (6)
Better School Work	26	0
End of School	6	0
Good Teachers	2	0
College	2	1
Total	36 or 32%	1 or 11%

The only wish concerning school or school work expressed by the Resource Group (6) was a specific one, namely: "I want to go to the same college that my mother did."

Learn more about:	C.B.E.S. Total Gr. (6)	Resource Gr. (6)
Science	17.1%	38.4%
Arithmetic	16.0	30.3
History	13.2	15.4
Like best in school:		
Physical Education	18.9	29.0
Spelling	13.7	23.5
Arithmetic	10.6	11.7
English	0.0	11.7
Like best outside of school:		
Shopping	33.0	0.0
Physical Ed. sports	24.5	33.3
Play with friends	15.8	0.0
Movies	0.0	33.3
Parks	0.0	16.8

Most interesting thing I've done at school in past week or so:

Spelling	17.1	Science	50.0
Physical Ed.	16.1	Special School Activities	20.0
History	16.1	Health Movies	10.0
		Wearing Apparel	10.0

What I don't care to study about:

Geography	26.8	Geography	35.7
Arithmetic	22.7	History	28.2
History	19.5	Spelling	14.2

Central Beach (continued)

What I like least or dislike most at school:

C.B.E.S. Total Gr. (6)		Resource Gr. (6)	
Punishment	13.8	Arithmetic	30.0
Arithmetic	12.8	Geography	10.0
Homework	12.8	History	10.0
Criticism	11.8	Spelling	10.0

What I dislike most outside of school:

Home or home situations	18.1	Home or home situations	9.0
Homework	12.5	Homework	18.1
Nothing to do	11.3	Home duties	0.0
Home duties	10.0	Nothing to do	0.0

A study of the above data raised many questions which need further study. The difference in the interests of the two groups seem to be in the degree of interests rather than in the area of the interests. However, several trends may merit further consideration.

The Resource Group seems to evidence more interest in science than is evidenced by the Total Group.

The relationship between the dislikes at school and the dislikes outside of school seems significant and needs to be studied.

One question which needs to be studied: Is the group which dislikes punishment and criticism at school the same group which dislikes the home or home situations?

Personal Development

The Resource Group seems to evidence less concern in the area of (personal) human relationships, namely: punishment, criticism, home duties. The interest noted in health-movies, wearing apparel, and movies in general may be an indication that the Resource students are moving into adolescence more rapidly than the other group. There seems to be a greater degree of confidence expressed by the Resource students. There are no wishes

Central Beach (continued)

concerning popularity, success in school, or future success. The results of the Iowa Basic Skills Tests indicate that the Resource students have a more advanced mastery of the study skills which contribute to the ability to work independently.

Pupil Evaluation

In response to the statement, "What the Resource Program has done for me" the students reported that the most help had been gained in their increased ability to work with others, to co-operate, to accept responsibility, to use more and better material, to do creative writing, and to work independently.

Teacher Evaluations

The Identification Questionnaire and the Group Composition Questionnaire were filled out by each teacher for each regular class that included pupils from the Resource Group. To avoid slanted answers the teachers were not told that the information was to be used in the evaluation of the talented students. There appeared to be fair agreement between the ratings of the classroom teachers and the teacher of the Resource Group on seven of the nine students. The two pupils who were viewed somewhat differently were viewed differently by their classmates on the students questionnaires. In other words, both the teachers and the peer group recorded mixed reactions to these two children.

An area which needs further study is the possible tendency of the classroom teachers to overlook the Resource student in the regular classroom. Nine Resource students were included in the

Central Beach (continued)

classroom in which this technique was used. Fifteen children in the total group were rated "most intelligent." Only five of the nine Resource students were included in this listing. Six children were rated as "most mature," and only one of the Resource students was included. Further study of the data revealed that on the two questionnaires only five of the nine students were mentioned: two very favorably, three not so favorably. This may be due to the fact that the class teachers may have felt that the teacher of the Resource Group would fill out the questionnaire for these students as is done with school records.

Guess Who Student Evaluation

The "Guess Who" questionnaires were given to the total sixth grade group, both at Central Beach and at the Control School. The Resource Group (6) and the Control Group (6) were included in the six classrooms. The data has been tabulated and studied. Only those items on which a student received three or more votes from his classmates are recorded. Thus the numbers listed indicate the number of children who, at least three of the peer group felt, were characterized by the descriptive phrase.

	C.B.E.S. Group (156)	Resource Gr. (6) (8)	Control Gr. (6) (7)
Quiet	21	1	2
Works quietly	34	2	4
Quiet games	15	2	3
Never worried	25	4	1
Initiative	26	3	2
Good time	40	2	2
Cheerful	41	2	2
Neat - clean	45	3	4
Everybody likes	35	4	2

Central Beach (continued)

	C.B.E.S. Group (156)	Resource Gr. (6) (8)	Control Gr. (6) (7)
Fun-joke on self	28	3	2
Enjoys joke	25	3	1
Active play	38	3	2
Not bid for attention	18	1	2
Nice to everybody	27	0	1
Restless	29	2	0
Talks a lot	33	4	2
Always worried	18	1	1
Never enjoys	16	2	1
Sad, worried	4	2	2
Not clean or neat	12	3	3
Nobody cares about	13	2	2
Doesn't like joke on self	19	1	1
Never enjoys joke	9	1	0
Fights	20	2	1
Never fights	13	0	1
Bids for attention	23	2	2
Bossy	18	3	2
Not mind being bossed	9	1	1
Not many friends	19	1	2
Follows	20	2	1

When the "Guess Who" ratings on individual gifted students were compared with the student's self rating on similar characteristics it was found there was a high degree of relationship. The talented children seemed to possess a noticeable degree of insight into their own characteristics and behavior patterns.

Sociograms

Sociograms were constructed from the students' choices of their three best friends.

Best Friend	C.B.E.S. Group	Resource Gr. (6)	Control School	Control Gr. (6)
Isolates (no votes)	14	1	16	1
Near Isolates (1 or 2)	38	1	33	4
Popular (3 or 4 votes)	28	5	22	3
Most popular	14	1	16	0
Number involved	94	8	87	8

Ratio approximately: 12 to 1
Underlined numbers indicate ratios that are not proportinate.
The majority of the talented students from both groups seem to be in neither the isolate nor the most popular group.

Central Beach (continued)

The sociogram made of the sixteen Resource Groups (5) and (6) presents an interesting picture:

Isolates (no votes) 1
Near-Isolates (1 or 2 votes) 9
Popular (3 or 4 votes) 5
Most Popular (5 or more votes) 1

The one pupil is an isolate in the Resource Group and in the regular classroom.

Choice of friends within the Resource Group:
Number of times 5th grade pupils chose 6th grade pupils... 3
Number of times 6th grade pupils chose 5th grade pupils... 7
Number of times 6th grade pupils chose 6th grade pupils...10
Number of times 5th grade pupils chose 5th grade pupils... 9

The Resource Group indicated in their questionnaire that they felt more at home and more a part of the group in the Resource Group than they did in their regular classroom.

Record of Extra School Activities	Resource Gr. (5)	Resource Gr. (6)
Safety Patrol	1	1
Service Squad	-	2
Square-Dance Club	-	1
Tumbling Team	-	2
Librarians	1	1
Class Offices	2	-
Office Assistant	2	-
Chairman of Special Activities	-	1
Editor of the School Paper	2	3

Summary

The school committee feels that the study has been a profitable one for the members and for the school. It does not feel that the data has been adequately treated or that it is the time to draw conclusions. There is a definite need to choose a few questions and study them more thoroughly. The measuring instruments need to be refined and to be made more specific. Plans are made to continue the evaluation study this year.

Central Beach (continued)

Suggestions for further study which are being considered:

- Follow-up study in the junior high school

  --How do the junior high teachers regard these students?

  --What happens to their rate of growth in achievement?

  --What is their record of participation in school activities?

- Re-examine the arithmetic scores of these students and study ways of bringing about improvement

- Develop better measuring instruments to find out:

  --What happens in articulation with other classes?

  --What is the rate of improvement in the basic study skills?

- Evaluate the data gathered on the third and fourth grade Resource Group and compare the scholastic, personal, and social development with the fifth and sixth grade groups. Follow the third and fourth grade group through the sixth grade, noting the areas of greatest improvement.

Sylvania Heights Elementary School Experimental Program

Any deviation of the traditional school program was based upon:

- Desire of school personnel to better meet the individual needs of the children
- Survey of total school showed too few pupils were achieving to near capacity.
- Survey of recent research on the factors necessary to successful achievement
- Survey of achievement showed pupils below national norms in language arts.
- Judged by California Mental Maturity, Otis, and Stanford Binet tests, the total school showed high average of I.Q.'s in relation to size of school.

The entire group of children from which the talented pupils were selected was screened from the first through the third grades. No efforts were made to develop a special group for the talented pupils until they reached the third grade.

Initiation of the Plan

It was in the third grade that the talented children emerged with a language arts achievement from 5th to 8th grade level and high 4th through 6th in other areas, even though mature arithmetic is not presented. The time spent in development of concepts, integrated with other areas, and the training in library skills develop these talented children to a surprising extent. Every year the same controversial problem arises by mid-term of the third year: How can the school continue to challenge these exceptional children?

After careful study with faculty and due consideration of administration, permission was granted for an experimental group

made up of pupils emerging with high achievement at the end of the third grade. This group was to remain together with the same teacher through the third and fourth years. At the end of the fourth year, if all evaluations point to readiness for the sixth grade, they are to be allowed to complete the six elementary grades in five years.

The first group has finished the sixth grade. The plan is in the process of evaluation. A second experimental group is starting the fourth year.

The following techniques are being used by the faculty to evaluate the acceleration of the talented group. (120-160 I.Q.)

Objective Texts:

Screening for talented children from first grade through sixth:

- Metropolitan Readiness Test (two forms)
- Metropolitan Achievement Batteries
- Otis Mental Test (Primary)
- California Mental Maturity
- Iowa Advanced Battery of Study Skills and all Areas
- Durrell Sullivan Capacity Tests

Achievement tests are given to accelerated students before and after summer vacation to test retention.

Evaluation Techniques advised by Dr. Miriam Goldberg, Horace-Mann Lincoln Institute of School Experimentation, Columbia University:

Subjective Techniques:

Re-evaluation of accelerated group of 30 pupils

- Subjective check lists used in primary grades for purposes of screening for:
  - emotional maturity
  - mental maturity
  - physical maturity

  (Check lists made by University of Miami)

- Questionnaires sent to parents

- Subjective evaluation of teachers on each individual pupil is given before the teacher has seen the Test Battery results.
- Sociograms in all sixth and fifth grades where there were accelerated pupils mixed with heterogeneous groups

Test Data

Comparison of Metropolitan Test Scores Spetmeber 1956 - Accelerated Group - with County-wide Scores:

	Sixth Grade County Median	Pupil in School 4 yrs. Accelerated Group
Reading Comprehension	6.4	7.3
Vocabulary	6.6	8.1
Total Reading	6.5	7.8
Fundamental Arithmetic	5.6	5.7
Problems in Arithmetic	5.8	6.4
Total Arithmetic	5.7	6.2
Spelling	5.6	7.1

Metropolitan Intermediate Test

Comparison of Scores of twenty-five pairs of children - same C.A. - I.Q. (California Mental Maturity) and same years in school - 25 grouped; 25 non-grouped. Test administered at beginning of 5th year after summer vacation:

	Medians Total Reading	Medians Total Arithmetic	Medians Total Spelling
Grouped	8.1	6.4	7.1
Non-Grouped	7.3	5.6	6.1

Iowa Advanced Battery - California Mental Maturity

Comparison of 25 fourth grade pupils grouped for mild acceleration* against 25 fifth grade pupils in heterogeneous group: Only similar feature was matched I.Q.:

	Medians Gr.4(Grouped)	Medians Gr. 5 (Non-grouped)	County Median Grade 6
Total Reading	8.0	8.7	6.5
Total Study Skills	7.6	8.2	5.8
Total Arithmetic	6.6	7.1	5.7
Spelling	6.9	6.2	5.6

*Mild acceleration: One year acceleration in the elementary school.

Sylvania Heights (continued)

Sociograms

Given to all sixth grades - based upon children's choice of "best friends, and upon elections by children for positions for leadership."

14 Accelerated
1 Isolate (156 I.Q.)
2 Near Isolates
8 Most Popular
3 Elected to positions of leadership

Key: Isolate indicates the student who received no votes.
Most Popular indicates the student who received 6 or more votes

138 sixth graders grouped heterogeneously:

Total Pupils	Isolates	Talented Group	Isolates
138	39	14	1
	Most Popular		Most Popular
138	17	14	8

The total group numbers include the talented group.

Future Plans for Experimental Programs for Talented Children

- The school plans to continue the program for three years, accelerating groups of talented children during their thrid year of school experience. These pupils are to be carefully screened for:

Communicating skills

Emotional maturity

Social maturity

Physical maturity

Mental maturity

Sylvania Heights (continued)

- A check list is under construction for subjective screening which will help identify talented children at different age levels. This check list will be started with pupils in the first grade and become a part of a cumulative record through the elementary school.

- One accelerated group in the experimental program will be kept grouped from the third through the sixth grade. This group will be compared with the group of accelerated pupils who remained together im the third and fourth years of their school experience and were placed in a heterogeneous group during their fifth year. This last group of pupils completed the work that is normally required in the third, fourth, and fifth grades in a two-year period of time so that they were placed in the sixth grade at the end of their fourth year of school experience.

- The study will be so organized that a comparison can be made of the accelerated group with a control group from a neighboring school. The pupils will be matched on the basis of intelligence, socio economic background, but with one years difference in the chronological age and number of years in school. The control group will be one year older and have one more year of school experience than the accelerated group.

- A comparison will be made of the accelerated group with a heterogeneous group within the school. These groups will be matched on the basis of the same grade (sixth), intelligence and with one year's difference in chronological age and years in school. The heterogeneous group will be one year older and have one more

Sylvania Heights (continued)

year of school experience than the accelerated group. Comparisons will be made of the medians and individual scores in all areas using the Iowa Advanced Battery.

- Retention of the accelerated pupils will be measured by comparing the Metropolitan Test scores given in May 1956 with those given to the same pupils in September, 1956.

- Sociometric measures will be made beginning with the fourth grade so that comparisons will be possible as the pupils progress through succeeding grades.

- Teachers will be requested to rate the pupils on a personality check list at the beginning of the sixth grade before they see the test scores.

- Plans will be developed to follow up the 1956-57 accelerated class through their secondary school experiences. Both academic and social measures will be used to determine the effects of acceleration upon these pupils.

- After parent conferences are held for the purpose of explaining the program, written permission will be requested from those parents who are interested in having their child participate in the experimental classes. This agreement will also make it clear that the school staff will determine the amount of acceleration that is desirable for each child and that parental cooperation will be needed to complete questionnaires related to program evaluation.

Miami Edison Junior High School Experimental Program

This group was selected on a basis of I.Q. from the cumulative records. Those having I.Q.'s of 118 and above were placed in a Basic Education Class. This group was tested at the beginning of the school year in: mathematics, science, social studies, and reading. Standardized tests were used.

It was explained to parents that according to elementary school records, teachers' comments, tests, and grades, many students were apparently not working up to capacity. Throughout the year several evening conferences were held with the parents at school. These conferences explained special projects in Basic Education, the help the home could provide, what was expected in homework assignments, and procedures in reporting the progress and grading students.

The teachers stated that most of the pupils were challenged to the extent that they made great improvement in study habits and mastery of skills.

In science the median grade equivalent was 12.2 years at the end of the term with five perfect scores. The average gain was 2.0 years. In mathematics the median grade equivalent was 11.3 with fourteen perfect scores, and the average gain was 2.2 plus years. In reading the median grade equivalent was 11.2, and the average gain was 1.0 years. In social studies the median grade equivlent was 10.7, and the average gain was 1.1 plus years. Spelling was the only area in which tests indicated there was not marked improvement.

Miami Edison Junior High Experimental Program
Chart Showing Growth of Individual Pupils During Eight-Month Period

Science			Mathematics			Reading			Social Studie		
Sep.	May		Sep.	May		Sep.	May		Sep.	May	
Grade Equiv.	Grade Equiv.	Gain	Grade Equiv.	Grade Equiv.	Gain	Grade Equiv.	Grade Equiv.	Gain	Grade Equiv.	Grade Equiv.	Gain
6.2	8.6	2.4	7.4	10.3	2.9	7.6	7.9	.3	7.0	7.1	.1
11.9	12.9	1.0	10.5	11.3	.8	12.1	12.1	0.0	11.8	12.7	.9
12.2	9.5	-2.7	8.3	10.3	2.0	9.8	9.5	-.3	6.7	8.7	2.0
9.9	12.9	3.0	9.9	11.3	2.6	10.2	11.2	2.0	9.8	10.9	1.1
11.2	12.6	1.4	9.0	11.3	2.3	9.9	10.8	.9	7.8	8.9	1.1
10.2	12.4	2.2	10.0	11.3	1.3	10.8	11.1	.3	9.6	10.7	1.1
9.9	11.6	1.7	8.1	11.3	3.2	8.2	10.1	1.9	7.3	8.0	.7
10.8	11.6	.8	9.3	11.3	2.0	10.1	11.8	1.7	8.3	9.1	.8
1'	12.4	.5	7.1	8.8	1.7	10.9	11.7	.8	8.3	9.6	1.3
9.4	8.6	-.8	7.2	10.7	3.5	7.2	8.7	1.5	8.1	8.7	.6
7.5	12.2	4.7	7.2	9.8	2.6	7.9	10.3	2.4	6.6	8.3	1.7
11.9	11.6	-.3	8.2	11.3	3.1	11.2	11.5	.3	10.0	10.2	.2
10.8	12.6	1.8	8.0	10.9	2.9	11.4	11.2	-.2	11.1	12.0	.9
8.8	10.8	2.0	7.2	10.9	3.7	8.3	9.4	1.1	8.5	8.5	0.0
10.5	12.9	2.4	9.2	11.3	2.1	10.6	12.0	1.4	10.2	10.9	.7
12.4	12.9	.5	10.0	11.3	1.3	12.0	12.7	.7	9.8	12.2	2.4
12.2	10.8	-1.4	7.9	10.9	3.0	10.9	11.7	.8	10.9	11.3	.4
8.2	11.2	3.0	6.0	8.7	2.7	9.5	9.8	.3	10.0	9.8	-.2
10.3	10.8	.5	7.8	10.1	2.3	8.1	9.5	1.4	9.1	10.5	1.4
7.8	9.4	1.6	7.4	10.9	3.5	8.6	10.1	1.5	8.9	9.8	.9
9.6	12.6	3.0	9.0	11.3	2.3	10.9	12.4	1.5	9.8	10.9	1.1
9.9	11.9	2.0	8.1	10.9	2.8	8.9	11.1	2.2	8.7	10.9	2.2
12.4	12.6	.2	9.1	11.3	2.2	11.2	11.7	.5	10.2	11.5	1.3
12.2	12.2	0.0	9.1	11.3	2.2	11.1	12.2	1.1	12.0	12.0	0.0

North Miami Senior High School Experimental Program

In October 1954 a teacher at North Miami Senior High School proposed to the school's administrative staff that a citizenship honor roll be inaugurated. This proposal resulted in the current experimental research project to provide for the optimum development of talented pupils.

Aims and Objectives:

- To provide challenging opportunities for talented students to develop their capacities in various subject areas
- To provide opportunities for talented students to develop their capacities in the area of human relations
- To provide opportunities for talented students to gain an experimental background in the kinds of problems entailed in the administration of a social organization
- To avail the school of student potential now unused
- To contribute to nationwide educational efforts to find successful methods of providing more effectively for the development of the more advanced students

In the school year of 1955-56 the Enrichment Resource Committee (the name selected by the group in charge of the talented student program) worked during the pre-planning session to set up classes for the advanced students. Because the schedule for the year had already been planned and there was limit as to time and energy, it was necessary to organize the classes with a minimum of disturbance to the master schedule.

An excerpt from a report written by the original Enrichment Resource Committee is as follows: (The Procedure for the School Year 1955-56)

> Our purpose in providing a few homogeneous groupings for advanced pupils is to give them extra stimulation, a challenge, an opportunity for optimum development, and/or to

North Miami Senior High School (continued)

attempt to minimize their feelings of frustration or boredom.

Our purpose in making sure that they participate in normal social groupings is to allow them opportunity to fulfill socially acceptable purposes in living.

To attain the objectives mentioned above, classes were so organized as to make for maximum homogeneity of certain factors and for heterogeneity in others. For example, in algebra students who showed proficiency in handling elementary algebra were grouped together for elective intermediate algebra. This group in algebra was not retained as a group in other areas of instruction so that individuals comprising this group found themselves in contact with students of varying degrees of abilities and interests.

The criteria used in setting up these homogeneous groups were as follows:

- Teacher rating
- Scholastic aptitude scores (I.Q.)
- Achievement tests

. . . It must be pointed out that grouping was attempted primarily at the tenth and eleventh grade levels. Some homogeneous grouping has been effected in the following areas: algebra, biology, American history, English, and physics.

It must also be stated that not all superior students have been placed in homogeneous groups. This is especially true of students enrolling since the initial scheduling, although an attempt has been made to place these students as advantageously as possible, overcrowded classes permitting.

Of much concern to the Enrichment Resource Committee was the method of evaluating the project thus far. After consultation with Dr. Jeff West, Director of Curriculum and Instructional Services; with Dr. Miriam Goldberg, Teachers College, Columbia University; and with Mr. H. George Loiselle, Coordinator of Testing Services, the committee felt that too many uncontrolled factors would prevent an objective evaluation. Because of the size of North Miami Senior High School and the influx of children of winter visitors, it was not feasible to accommodate all the pupils without disturbing some of our advanced classes.

North Miami Senior High (continued)

In subjective evaluation teachers are in favor of the talented groups as are students and parents. Statistically, advanced chemistry and physics students rated the 90th percentile as class average in the Senior Placement Tests. Actually, this first year has served to give us a sense of direction; trial and error methods have pointed to improved procedures for the future.

The committee has discussed setting up the program on an experimental basis by using equated groups for a period of three years. This experiment is still in the "talking stage" because several of our personnel have been on leave this year, making it impossible to set up the mechanics of such an experiment for next year.

For the 1956-57 school year Grades 10-12 are involved. The Guidance Staff is screening college-bound students using as criteria:

- Ability
- Scholastic aptitude
- Declared intentions
- Emotional maturity

Teachers are turning in information on students who have an I.Q. from 110 up. They are also suggesting names of students who show promise in the different subject areas. This information has been compiled and classes were organized for the advanced students during the August preplanning period. Thus, a pupil who had shown above-average progress in Algebra I was placed in an advanced group in elective geometry. If this same pupil had been just average in another area, no attempt would

have been made to group him in that area. Similarly, students who had indicated that they were college-bound were placed in special groups organized for the college-preparatory students. In the aesthetic areas, such as music and art, there were ability groupings.

Looking forward to the day when the building program of Dade County catches up with the student population, in our long range plans we hope to set up a three-year research experiment to extend from Grade 10 through Grade 12. Pupils will be equated in these ways, according to present committee plans:

- Age (within three months)
- Sex
- Tests
  - -I.Q.
  - -Reading
  - -Mathematics
- Socio-economic background
  - -Parent education
  - -Parent occupation
  - -Residence area
  - -Parental marital status
  - -Religion (perhaps)

Of the equated pairs of pupils, one will be placed in homogeneous groupings entirely; the other will participate in some homogeneous classes (according to advanced areas) and some heterogeneous classes. According to present plans at the end of the experiment, findings will be measured by the following:

- Achievement tests to measure academic growth
- Social Maturity (teacher observation and student questionnaire)
- Emotional maturity (teacher observation and student questionnaire)
- Degree of self-realization (teacher observation and student questionnaire)
- Contributions to society
  to school community government
  to classmates and schoolmates

North Miami High School (continued)

The task of preparing such measuring devices is a big undertaking, and it will be necessary to have consultant aid.

Dr. Goldberg suggested that we might compare the achievement records of last year with this year; the amount of creative writing; the growth in mathematics of Group A (Special grouping) with Group B (General grouping); ability in research skills; the amounts of critical thinking; reading growth; and attitudes toward study, school, and fellow students. She also suggested that we might check on what has happened to a group when the better students are removed as to leadership, achievement, and attitudes.

We are still in the very early stages of the experiment and have been advised not to attempt too much at one time. For the school year 1956-57 we shall continue to be interested in the individual's placement in advanced classes only for his own above-average areas and in regular classes for all other areas. During this year we can set up the mechanics and administrative procedures for our three-year experiment previously described.

THE DADE COUNTY GUIDANCE PROGRAM

Deans and counselors provide special counseling service for pupils from grades 7 through 12. These guidance personnel work closely with teachers, parents, and the pupil himself, on the problems of all students. Some of the ways in which they assist the talented pupil are in providing for:

--the administration of batteries of standardized tests at each grade level which will assist the teacher in the guidance and instructional program of the talented as well as in aiding the youth to know more of his own limitations or personal potentialities

--a system of developmental cumulative guidance records through which educators may note symptoms of deviant behavior which might be reflected from disparities between academic program and pupil ability

--informational services which alert the talented youngster to educational and possibly vocational choices as well as armed forces obligations and opportunities

--group guidance which permits young people to form more stable personal goals or values involving responsibilities to society as well as appreciations of privileges

The Diagnostic Center, with six psychologists, assists teachers from grades 1-12 in helping to identify talented children through psychological evaluation and counsel which might function at an early level in preventing the development of unusual problems for the talented.

SUMMARY

This report has attempted to point out some of the procedures and experiences which are being utilized to enrich the curriculum of the talented pupils and to help them to develop their abilities. The concept of talent has been broadened to include abilities in all areas of human endeavor. Outstanding talent in physical activities, aesthetic pursuits, human relationships, mechanical abilities, as well as intellectual achievement, are all a part of this larger concept. Many of the learning experiences which challenge the talented pupil are also of value to the normal child with some adjustment as to the difficulty of the experience. Any curriculum innovation which is particularly adapted to the talented pupil must always consider the complete picture and provide for total development as well as for the special ability. It is of the utmost importance that all available data be used to identify the talented. Both objective and subjective means should be employed to accomplish this purpose. Evaluations should consist of more than the personal opinions of people involved with the program. All available data should be used so that it will be possible to more adequately determine the strengths and weaknesses of the program.

It would be a serious error to conclude this report without emphasizing one factor which is fundamental, not only to the talented child program, but to all good teaching. It is inherent in all of the procedures and experiences which have been described in this report, but it has not been specifically pointed out. This vital factor is the encouragement, personal interest, and faith of the classroom teacher in the ability of

the pupil to develop his potential talents. It includes a recognition by an understanding teacher that each child is different and should be accepted as a unique personality. The enthusiastic teacher who sincerely appreciates the hopes and accomplishments of her pupils will do more to motivate them than any other single influence on the learning situation. Without this basic ingredient, no instructional program can be successful.

IMPLICATIONS FOR FUTURE STUDY

There are many questions which remain unanswered in this area. Schools which are interested in this problem might organize future studies which would attempt to throw some light upon some of these questions. A few of these questions are listed below:

- Do special programs for talented children add excessive pressures to their daily living?
- Do special groupings for talented children set up conflicts in the minds of the pupils?
- What are the teachers' attitudes towards special grouping of the talented?
- How does the talented pupil regard himself as compared with how other pupils regard him?
- Should talented pupils be allowed to move ahead into advanced subject matter?

Implications for Future Study (continued)

- What should be the nature of enrichment for the curriculum of a talented child?

- What are the paaents' attitudes toward the special grouping of talented pupils?

- What are the social results of special grouping for talented pupils?

- How does the basis for selecting leaders by the highly intelligent pupil compare with the selection of leaders by the normal pupils?

- What happens to the development of other pupils when the talented pupils are removed from their group?

- What should be the qualifications of a teacher of talented pupils?

- What happens to the talented pupils when their special grouping is broken up and they are distributed throughout random groups?

- How can talented children who are neglecting their talents be motivated to develop them?

- Does acceleration provide a more effective instructional program for the talented child?